DOCUMENT RESUME

ED 297 087 CE 050 451

TITLE Standards for Adult and Juvenile Correctional Education Programs.
INSTITUTION Correctional Education Association.
PUB DATE Mar 88
NOTE 21p.; Cover title varies slightly.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; *Correctional Education; High School Equivalency Programs; Postsecondary Education; Program Implementation; *Program Improvement; *Standards; Vocational Education
IDENTIFIERS *Correctional Education Association

ABSTRACT

This booklet contains standards developed with input from correctional educators and field tested in correctional education programs. The standards cover four major areas: (1) administration (philosophy and goals, written policy and procedure, organizational chart, budget, accreditation, annual meeting, student records, and program evaluation); (2) staff (chief correctional education administrator, local education leadership, personnel policies, preservice training, student/teacher ratio, comparable pay, and business and industry involvement); (3) students (student orientation, classification, educational incentives, screening/assessment, women's equity, individual program plans, evaluation, and licensing and credentialling); and (4) programs (comprehensive education programs, curriculum, equipment and facilities, instructional resource materials, vocational trade advisory committees, special education, education for segregated populations, and postsecondary programs). A program evaluation form and a form for suggested changes in standards are included in the guide. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297087

standards for adult and juvenile correctional educational programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Steurer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Correctional Education Association

CE050451

CORRECTIONAL EDUCATION STANDARDS DEVELOPMENT BOARD

Hartzel L. Black
Dean, Correctional Education
Vienna Correctional Center, Illinois

Osa D. Coffey (Chair)
Senior Research Associate
Institute for Economic and Policy Studies, Inc., Virginia

Robert Hable
Chief, Education and Employment Section
Department of Corrections, Wisconsin

Margaret Hambrick
Deputy Assistant Director
Bureau of Prisons, Washington, D.C.

Wes Jones
Deputy Superintendent of Training, Industry, and Education
Lima Correctional Facility, Ohio

Thomas J. Lee
Director of Education
Department of Corrections, Idaho

John Linton
Director, Correctional Education Office
Department of Education, Maryland

Henry McQueen
Director, Special Education
Office of Children and Youth Services, Michigan

Shannon Reffett
Director of Education
Westville Correctional Center, Indiana

Roy Rutherford
Coordinator, Education Programs
Mental Health and Retardation Services, Kansas

Randy Shipe
Literacy Coordinator
Department of Correctional Education, Virginia

John Stewart
Director of Education
Department of Youth Services, Alabama

Bruce Wolford
Professor
Eastern Kentucky University, Kentucky

STANDARDS FOR ADULT AND JUVENILE CORRECTIONAL EDUCATION PROGRAMS

Correctional Education Association
4321 Hartwick Road
College Park, MD 20740

4

INTRODUCTION

These **Standards for Adult and Juvenile Correctional Education Programs** represent a milestone in correctional education. For the first time, standards have been developed entirely by and specifically for correctional educators in state and federal correctional agencies.

These standards were developed under the direction of a joint Board of the Correctional Education Association and the Association of State and Federal Directors of Correctional Education with maximum input from the field. Individual practitioners were encouraged to submit proposed standards through a solicitation in the **Journal of Correctional Education** and had the opportunity to comment on draft standards at public hearings at the regional and national conferences of the CEA. Many took advantage of these opportunities, and the final product was much influenced by their proposals. The draft standards were then fieldtested in a number of adult and juvenile correctional institutions in several states.

It should be noted that although the Board members originally felt that there might be a need for two distinct sets of standards - one for adult and one for juvenile correctional education programs - the experience of the Board, confirmed by the hearings and fieldtests, proved that the set as presented here is equally appropriate for both.

Furthermore, it should be pointed out that these standards address both institutional and system-wide correctional practices. Although we are well aware that it is possible to have an isolated good institutional education program without systemwide coordination, we have developed these standards in the belief that it is essential to have strong systemwide coordination and direction. We believe that all individuals confined to correctional institutions should have access to quality education, regardless of the specific institutional assignment or the number of transfers between institutions. To ensure that this occurs, all jurisdictions need central coordination and a degree of uniformity among programs and curricula.

These standards are intended to serve a number of purposes, chief among them as a tool for self-evaluation and goal-setting. We hope that all correctional educators will assess their current programs and practices in the light of these standards and develop plans and set timelines to reach full compliance.[1] We hope that these standards will serve a number of additional purposes. They can be used as a training tool for correctional educators in pre- or in-services settings. They can be used as guidelines for judges and lawyers in litigation, by planners involved in facility construction or renovation, and by state agencies and accrediting bodies in monitoring or evaluating correctional education programs. Furthermore, they could be of use to legislators and others in charge of allocating monies for correctional education programs. We also hope that these standards will assist in raising the priority of correctional education within correctional agencies and making quality programs more readily available to correctional clients.

If standards are to do their job, they must not remain static but change with time and development. This is the first edition only, a way to get started. After review, self-evaluation, and other efforts to comply with the present set of standards, correctional educators should feel free to propose changes as well as additions or deletions.[2] These standards are for and by the field; they must be allowed to change and grow with the field.

The CEA stands for the belief that good educators and good programs can and do make a positive change in many individuals' lives. These standards will, hopefully, help all of us to forge a stronger and more cohesive profession and develop higher quality correctional education systems and programs nationwide.

Ora D. Coffey
Chair, Correctional Education
Standards Development Board
March, 1988

[1] *A self-evaluation form is provided in the back of this booklet.*
[2] *A form for proposing additions, revisions, or deletions is provided in back of this booklet.*

STANDARDS FOR ADULT AND JUVENILE CORRECTIONAL EDUCATION PROGRAMS

1. Administration

001 PHILOSOPHY AND GOALS: There is a written statement describing the philosophy and goals of the system-wide correctional education program. (Mandatory)

DISCUSSION: The written philosophy and goals statement clarifies the specific legislative mandate which authorizes the provision of educational services. It further explains the role of education within the framework of the overall agency mission. It communicates the agency's support for educational programs to meet the needs of individual students, the correctional system, and society. The written philosophy statement is made available to education staff and students and serves as a vehicle to communicate the purpose of the correctional education program to the legislature, agencies providing funding or services, and the public.

002 WRITTEN POLICY AND PROCEDURE: There are written policies and procedures for the operation of system-wide educational services. (Mandatory)

DISCUSSION: Written policies and procedures are essential to ensure the quality of educational services, accountability on the part of staff, uniform quality among institutional programs, equitable treatment of students, and compliance with state and federal law and regulations. In order for policies and procedures to be meaningful there is a system for monitoring compliance. There is also provision for annual review and up-dating of policies and procedures with input from both central office and institutional staff. Educational staff are informed about the policies and procedures upon entry into the system and have easy access to updated policies and procedures throughout the period of employment. The policies and procedures are public documents.

003 ORGANIZATIONAL CHART: There is an organizational chart for the educational delivery system which portrays the chain of command, the administrative units and sub-units, and the functions and activities pertaining to these.

DISCUSSION: Orderly and effective delivery of educational services requires that employees know the chain of command and their role within the overall education delivery system. Therefore, each employee is made aware of the organizational chart upon employment and has easy access thereto throughout employment. The chart is reviewed annually and revised as needed.

004 BUDGET: There is a line item budget for the system-wide correctional education program and/or for each separate institutional education program administered by the chief correctional education position in the state. (Mandatory)

DISCUSSION: The operating costs of correctional education programs must not compete with other correctional, non-educational expenses. To safeguard the quality, continuity, and scope of the education program, there must be assurance that funding allocated for education is so spent. The chief correctional education position should be in charge of developing the budget with input from institutional educational staff and in coordination with appropriate institutional and central office administrative staff. This position is also responsible for the preparation of annual fiscal reports, detailing sources of income and expenditures.

005 ACCREDITATION OF PROGRAMS: All educational programs are accredited by a recognized state, regional, and/or professional accrediting body.

DISCUSSION: Correctional education programs must be at least equal in quality and requirements to equivalent programs in the community to ensure that student credits, certificates, and diplomas are accepted by employers and transferable to schools and colleges after release. The accreditation process allows opportunity for self-evaluation and outside evaluation. Accreditation legitimizes the correctional education program and facilitates obtaining additional funding from state, federal, and private sources.

006 ANNUAL MEETING: The administrative unit responsible for the system-wide delivery of correctional education holds a meeting, at least annually, with representation from each program area and institution, to review and revise current programs, policies and procedures and to plan for improvements, change, and growth.

DISCUSSION: It is essential that a mechanism exists for communication between central office administrative staff and institutional staff as well as among professional staff from different institutions. It is also essential that field staff contribute directly and meaningfully to future direction and the plans of the system-wide education program. Such cooperation improves staff morale and promotes better programs and practices.

007 MAINTENANCE OF STUDENT RECORDS: A system exists that records accurately and completely the performance and achievement of each student and that ensures students' rights to privacy and confidentiality in accordance with state and federal law. These records are accessible to staff and students.

DISCUSSION: Accurately maintained student files and records are part of staff accountability and are essential for many purposes. Records are utilized for program needs assessments and evaluation. They are needed by students to document achievement, to transfer credits to other educational agencies in the community, and to obtain employment. They are also essential in documenting system achievement as well as needs with the legislature and other funding sources. Student access to their own records promotes fair and accurate reporting and promotes trust and rapport between students and staff.

008 PROGRAM EVALUATION: There is a written plan and regular time schedule for the system-wide evaluation of educational services. (Mandatory)

DISCUSSION: Regularly scheduled, system-wide program evaluations are essential for planning and promote quality programming, efficiency of operations, and accountability on the part of both administrative and instructional staff. Whether conducted by inside staff or persons contracted from the outside, the periodic evaluation is outlined in a written plan setting forth specific evaluation criteria in measurable terms to include all components of the overall education program.

2. Staff

009 CHIEF CORRECTIONAL EDUCATION ADMINISTRATOR: Each correctional education system has a designated chief administrator responsible for the development, administration, operation, supervision, and evaluation of all education programs and staff. (Mandatory)

DISCUSSION: No system can develop effective educational programs and services without the leadership of a designated chief educational official. Whether the position is a line of direct authority or not, and whether the position is termed Superintendent, Director of Correctional Education, Educational Coordinator, or other; it must have authority over educational personnel selection, programs, and the education budget to function effectively.

010 LOCAL EDUCATIONAL LEADERSHIP: Each local correctional education program has a designated educator responsible for the instructional program and the coordination and supervision of educational staff. (Mandatory)

DISCUSSION: Depending on the size of the local program, this position may be a full-time "Principal" or a "Lead-Teacher" with some instructional duties. This position is essential in order to have local educational leadership, supervision, and accountability. This position also serves as the key link with the institutional administration and the chief system-wide educational position.

011 PERSONNEL POLICIES: Written policy and procedure provide for the selection, retention, evaluation, professional growth, and promotion of educational personnel on the basis of specified qualifications and state and federal law. (Mandatory)

DISCUSSION: Besides qualifications and experience, considerations for employment must include affirmative action and equal employment opportunities. There should be a direct link between qualifications and job descriptions. Artificial barriers to employment must be removed. Special efforts should be made to accommodate minorities who are over-represented in the correctional population. The policies should also provide for emergency or temporary certification to facilitate the hiring of qualified personnel who lack complete or current certification. The policies also establish the requirements for recertification. Policy also assures staff that they will have opportunities for growth through in-service activities, participation in professional organizations, and additional higher education and delineates the provisions for release time and compensation for such activities.

012 PRE-SERVICE TRAINING: New correctional education staff are provided preservice orientation and training in the procedures and principles of providing educational services in a correctional setting.

DISCUSSION: All correctional employees have specific responsibilities as employees of public safety facilities. Pre-service training is as essential for educational staff as for other staff to ensure the safe operation of the broader facility as well as of the education programs within that facility. In addition to the general pre-service training for all correctional personnel with inmate contact, teachers new to correctional education need to have specialized orientation and training relative to their specific teaching and related duties, e.g. in areas such as principles of adult or remedial education, individualized scheduling and programming, competency-based materials and curricula, and record keeping. Ethnic and cultural minorities are often over-represented in correctional populations. It is therefore essential that the pre-service training is designed to ensure that all staff are sensitive to and knowledgeable of the needs, interests and culture of students of different races, ethnic origins, religions, and language. **NOTE:** This standard is to be considered an addition to ACA Standard 2-4091 which requires 40 hours of pre-service and an additional 40 hours of in-service training during the first year of employment for all staff having direct contact with clients.

013 STUDENT/TEACHER RATIO: A student/teacher ratio is established which meets the demands of the programs taught at local, state, and federal laws and regulations. (Mandatory)

DISCUSSION: The quality of instruction and student achievement are often affected by the amount of teaching time required of and the number of students assigned to each teacher. Teaching loads for each position and the student/teacher ratio for each class must be based on careful analysis of each program area, type of facility setting, degree of individual attention required by different types of inmates, and allow for additional, non-instructional duties and preparation time. The analysis is also used to determine staff needs.

014 COMPARABLE PAY: Education staff in corrections are compensated at rates at least commensurate with those of public school employees with comparable qualifications, experience, and assignments employed in adjacent local education agencies. (Mandatory)

DISCUSSION: Comparable pay for correctional educators is essential in order to recruit quality staff, provide programs of at least equal quality to those provided in the community, and to gain acceptance of correctional programs and student achievement by other educational institutions and prospective employers. Comparable pay permits qualified educators to choose correctional education as a career.

015 BUSINESS AND INDUSTRY INVOLVEMENT: There is a system for involving vocational instructors with business and industry to keep them up-to-date in business and industry activities and technology.

DISCUSSION: The development and maintenance of contacts with business and industry are important for vocational programs and should be planned and coordinated. Such contacts keep staff current with real world work settings and allow them to design instructional curriculum which is realistic and relevant to the needs and requirements of the current labor market.

3. Students

015 STUDENT ORIENTATION: Each school has an on-going orientation program to inform prospective students of available educational programs their nature, requirements, and established admission criteria. (Mandatory)

DISCUSSION: In order for prospective students to be aware of the educational options available in the system and/or institution, there must be a formal orientation program. The information should be updated periodically and made available to counselors, classification personnel, and instructional staff.

017 CLASSIFICATION: There is a process for providing educational input into both the system-wide and the institutional classification system.

DISCUSSION: Classification is the key means of matching inmate needs with available programs and the needs of the system with inmate workers. Classification staff and classification policies and procedures can directly influence many aspects of the education program. It is therefore important that education staff is involved in the development or revision of classification policies and procedures to ensure that appropriate testing instruments and practices are employed to determine the educational level and needs of each potential student entering the system. It is equally important that education staff keep classification personnel informed about available education programs and their requirements. Shared policies, procedures, and program information as well as occasional joint meetings can facilitate interchange between classification and education staff.

018 EDUCATIONAL INCENTIVES: There is a system of incentives, backed by departmental directives, which ensures that functionally illiterate, non-English speaking, and learning handicapped offenders have access to appropriate education programs and are encouraged to enroll and remain in such programs until they have reached a level of functional competency or the maximum level they can achieve.

DISCUSSION: Basic academic and social skills are a necessity in order to function in society. They are a prerequisite for further education, functioning on a job, and understanding the rules and regulations of institutional life. Since many correctional clients are school drop-outs, adverse to and/or afraid of education; it is necessary to have strong incentives to bring them into the basic programs they need. Incentives may include pay, access to preferred jobs and/or education programs after completion, or other special privileges. Some correctional agencies have found various forms of "mandatory" education policies effective in reaching and serving inmates with high or special needs. Potential students are made aware of the agency's policies in this regard at intake into the system and/or institution.

019 SCREENING, ASSESSMENT, EVALUATION: There is a system for initial screening, assessment, and evaluation to determine the educational needs of each person at intake. (Mandatory)

DISCUSSION: In order to meet the needs of each individual and to place him/her in an appropriate program, there must be a systematic procedure for screening, assessment, and evaluation at intake. At a minimum, this process should contain standardized IQ and academic achievement tests. It is also essential that staff are qualified to interpret tests and decide when additional testing is needed, e.g., in order to determine whether an individual suffers from any handicapping condition which would require special educational services. Provision is made for testing limited or non-English speaking students in their own language and for giving special assistance or non-verbal tests to illiterates.

020 WOMEN'S EQUITY: Institutions housing females provide educational programs, services, and access to community programs and resources equitable with those provided for males within the system. (Mandatory)

DISCUSSION: Females should not be denied equal access to comparable quality programs and services solely on the basis of their small proportion of the total offender population and the relatively higher per capita cost of educational programs for that population. Equality is defined in terms of range and relevance of options, quality of offerings, staff qualifications, instructional materials and equipment, and curriculum design. Educational programs for females–while including programs specifically designed for special needs of women–should not be limited to traditional programs for women.

021 INDIVIDUAL PROGRAM PLAN: An individual program plan is developed for each student.

DISCUSSION: The individual program plan should include educational objectives to be reached, the sequence of courses of study, approximate timeframes for achievement, and supplementary services required. For special education students eligible under P.L. 94-142, an Individual Education Plan (IEP) is developed in accordance with the rules and regulations of that law.

022 STUDENT EVALUATION: There is a program for regular evaluation of student progress to document/certify the attainment of grades, credits, competencies, certificates, and/or diplomas.

DISCUSSION: Periodic and regular evaluation of student progress is important to both students and instructors. It provides an opportunity to measure achievement and can serve as a motivator. It also provides an opportunity to determine whether there are problems which impede progress and take remedial actions. The cumulative record of student achievement serves as a basis for the overall evaluation of a system's and institution's programs and staff.

023 LICENSING AND CREDENTIALLING: Each institution or system provides students the opportunity to enter and complete academic and vocational programs which lead to credentials, diplomas, or licenses meeting local, state, and federal requirements.

DISCUSSION: Licensing and other forms of credentialling may be crucial for the releasee in finding a job and becoming economically self-sufficient. In accordance with state rules and regulations governing the licensing of specific trades, the system creates programs which, if completed, would lead to the attainment of a state license. Similarly, opportunities for apprenticeship programs should be provided.

4. Programs

024 COMPREHENSIVE EDUCATION PROGRAM: The system offers a comprehensive education program, available to all who are eligible, that includes general education, basic academic skills, GED preparation, special education, and vocational education, supplemented by other programs as dictated by the needs of the institutional population. (Mandatory)

DISCUSSION: Offenders vary greatly in their educational background and functioning. A needs assessment of the institutional population is used to determine the type and number of programs needed to meet identified needs. A comprehensive education program may include–beside the components mentioned in the standard itself–such areas as ESL (English as a second language), social and living skills, health education, pre-employment training, occupational training, computer literacy, and post-secondary education.

025 CURRICULUM: There are written statements of expected, measurable performance outcomes in each subject area. (Mandatory)

DISCUSSION: Specific and measurable performance objectives for each program provide both students and staff with clarity in terms of what skills and achievement are expected and how these will be measured. Instructional staff should be involved in the development/adoption of these performance objectives, and they should be made uniform throughout the system. Performance objectives should be reviewed regularly with input from staff, advisory committees, and local/state education agency staff to ensure that they are kept current with local and state agency standards and the expectations of business, industry, and the labor market. Performance-based curricula divided into self-contained units facilitate flexible scheduling, individual pacing and programming.

026 EQUIPMENT, FACILITIES: The educational program is supported with space and equipment meeting state and federal standards and the objectives of the education program. (Mandatory)

DISCUSSION: Adequate space, equipment, and materials are needed in order to provide quality programs which maximize student achievement. Efforts should be made to update equipment and materials and make them comparable with those utilized by programs in the community, e.g., computers, video and film equipment, and current texts.

027 INSTRUCTIONAL RESOURCE MATERIALS: Institutional education programs are supported by appropriate print and non-print instructional materials, media, and library services.

DISCUSSION: To ensure that the education program is supported with resources, education staff develops close linkages with library/media staff so that they may have input into the selection of print and non-print acquisitions. Coordination is also established to teach students library organization and use. **NOTE:** The standards for correctional libraries issued by the American Library Association (ALA) are endorsed by the CEA and should be used in developing and evaluating institutional library services, whether or not these are under the direct administration or supervision of the education department.

028 VOCATIONAL TRADE ADVISORY COMMITTEES: Vocational program trade and craft advisory committees are used to enhance vocational education programs.

DISCUSSION: A well-composed trade and craft advisory committee can greatly enhance individual vocational programs as well as overall vocational offerings. These committees can be used to provide information on current trends in the labor market and vocational training in the free world. They can assist in the modernization and updating of curricula, instructional methods, and equipment. They can facilitate job placements of released offenders.

029 SPECIAL EDUCATION: Special education programs are available to meet the needs of all handicapped students regardless of age. (Mandatory)

DISCUSSION: There is a disproportionately large number of handicapped persons in correctional facilities. They have special academic and vocational needs regardless of their age. Although P.L. 94-142 and many state statutes do not mandate services for the handicapped after the age of 21, the system makes sure that all students with special needs who wish to participate in education are provided the opportunity to do so. Correctional education administrators are familiar with all relevant state and federal laws, rules, and regulations and work closely with state education agency staff to ensure full compliance.

030 EDUCATION FOR SEGREGATED POPULATIONS: Educational services are available to segregated populations.

DISCUSSION: An increasingly large number of the incarcerated serve time in segregated settings, e.g., protective custody, administrative segregation, medical units, or "death row." Many of them will eventually be released into the general population. They should have the opportunity to participate in education.

031 POSTSECONDRY PROGRAMS: Accredited postsecondary education programs are made available to eligible students.

DISCUSSION: Individuals who have obtained a high school or GED diploma should have the opportunity to continue their education. Community colleges and/or universities can provide a variety of programs. Cooperative agreements spell out the specific obligations of the participating college and the correctional agency. Students in correctional facilities, like their free world counterparts, need a variety of services supplementary to postsecondary courses. To make sure that such services are provided, these should be spelled out in the college/corrections agreement. Beside instruction the college should at a minimum be held responsible for registration, counseling, applications for Pell Grants and other financial aid, transfer of credits and transfers, scheduled faculty office hours for individual student consultations, and access to library resources.

THE ASSOCIATION OF STATE AND FEDERAL DIRECTORS OF CORRECTIONAL EDUCATION

The Association of State and Federal Directors of Correctional Education is a professional organization of individuals responsible for the administration of education programs in state and federal, adult and juvenile correctional systems in the United States. The Association promotes networking and transfer of knowledge among jurisdictions, facilitates management training for directors, and speaks on behalf of the field on issues of general concern. The Association also serves as a liaison with federal agencies and provides advice on changes in rules and regulations. The Association meets at least annually, in conjuction with the national conference of the Correctional Education Association.

STANDARDS FOR ADULT AND JUVENILE CORRECTIONAL EDUCATION PROGRAMS
SELF-EVALUATION CHECKLIST

Directions: Fill in a separate form for each standard.

Standard #:__

Documentation: Primary and Secondary

Check One: _____Compliance ____Non-Compliance

_____Not Applicable

Attach one of the following as applicable:

1. List of documentation that show compliance.
2. Reasons why the standard is not applicable.
3. List of activities that must occur in order to come into compliance.

STANDARDS FOR ADULT AND JUVENILE CORRECTIONAL EDUCATION PROGRAMS
PROPOSED STANDARDS REVISIONS OR ADDITIONS

Proposed Action (Check One):

_____Addition _____Revision _____Deletion

Existing Standard (if revision or deletion is proposed):

Proposed Standard (if revision or addition is proposed):

Rationale for proposed change:

Proposed by: _____
Name

_____
Address

_____
Telephone

Mail this form to: CE Standards Committee; CEA; 4321 Hartwick Road; College Park, MD 20740

THE CORRECTIONAL EDUCATION ASSOCIATION

The Correctional Education Association (CEA) is the only professional organizatin devoted exclusively to servicing the needs of educators who work within the criminal justice system. CEA is an international organization whose members include teachers, counselors, librarians, administrators and academicians concerned with the challenges of teaching and learning in correctional settings. Members are employed in adult and juvenile correctional institutions, jails, detention centers, community-based programs, and universities.

CEA strives to broaden the professional horizons and equip each member with the support to provide relevant educational programs which focus on life and survival skills for the adult and juvenile offender. It does this through its publications, workshops, and the annual National Conference.

CEA is divided into eight regions, each under the direction of an executive committee which is headed by a regional director. State/provincial chapters have been established in many jurisdictions in North America.

ORIGINS OF CORRECTIONAL EDUCATION AND THE CEA

Correctional education emerged with the establishment of the first U.S. prison in 1798. Many early correctional education programs were under the direction of the chaplaincy and were known as "Sabbath Schools." In 1847, New York became the first state to legislatively mandate correctional education.

The Reformatory Era which was ushered in with the establishment of Elmira Reformatory provided a real boom for correctional education. Under the direction of Zebulon Brockway, both academic and vocational education programs operated within Elmira. As reformatories were constructed throughout the U.S., correctional education programs grew rapidly in both scope and number.

Publication of *The Education of Adult Prisoners* by Austin MacCormick in 1931 ushered in the modern era of correctional education. MacCormick and a handful of other correctional educators met at the 76th Congress of the American Correctional Association in 1945 and formed what was to become the Correctional Education Association.

In 1949 the first issue of *The Journal of Correctional Education* was published under the editorship of Chester D. Owens. In 1972 the first issue of the CEA Newsletter was published.

The membership of the Correctional Educational Association has grown substantially from a handful of dedicated educators in 1946 and currently is one of the most active and well organized of the ACA affiliates.

CODE OF ETHICS

of the Correctional Education Profession

PREAMBLE

The correctional educator, appreciating the magnitude of responsibility inherent in the teaching process, accepts a unique challenge of providing equal educational opportunities for all and of motivating incarcerated students to realize their individual maximum personal, social and vocational potential. Underlying these purposes is the recognition of the infinite personal self-worth and dignity of every human being. It is the obligation of the correctional educator to encourage every student toward becoming a unique expression of the conscientious, contributive citizen necessary to the effectiveness of the nation of which he/she is a citizen.

This mission compels correctional educators to subscribe to the highest principles of ethical and professional conduct. The *Code of Ethics of the Correctional Education Profession* represents standards against which they may judge their behavior and to which all should aspire. By upholding the propriety of these convictions, correctional educators merit the respect and confidence of students, colleagues, correctional personnel, and the public.

RESPONSIBILITY TO THE STUDENT

The correctional educator is obligated to promote a trusting relationship with each student free of unfair exclusion from or advantage in social and educational situations through judgment based upon race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientations. Meaningful and relevant learning experience relative to the abilities of the student should be provided by the educator as a means of encouraging self-esteem and personal stability. Confidential information about a student should be divulged only for impelling professional or legal reasons.

RESPONSIBILITY TO CORRECTIONAL COLLEAGUES

Recognizing that the enhancement of the personal and social adjustment of each student is a holistic process, the correctional educator values the complementary nature of the opinions, criticisms and suggestions offered by other treatment, custodial and administrative personnel.

RESPONSIBILITY TO THE CORRECTIONAL AGENCY

In order to maintain a safe and secure working environment for students, colleagues, and fellow correctional employees; the correctional educator observes all agency rules and regulations. The educator demonstrates strong leadership and instills in students the importance of self-discipline to the learning process.

RESPONSIBILITY TO THE PROFESSION

For the benefit of students and professional integrity, the correctional educator develops knowledge of content areas, maintains certifications and keeps abreast of the latest innovations within correctional education and pertinent subjects. The educator participates in professional organizations dedicated to upgrading the practices and purposes of correctional education.

RESPONSIBILITY AS A CITIZEN

The correctional educator believes in the potential of education in the over-riding task of returning to society better-adjusted individuals. This goal calls upon the educator to participate in community and social organizations that promote quality of performance in the criminal justice process. Whenever appropriate, the correctional educator should clarify public understanding and credibility of the correctional education process. The correctional educator is actively involved in the democratic process of society as a concerned citizen, ever conscious of the relationships between public decision-making and the goals of the correctional education profession.

As revised and approved by the Correctional Education Association, 1987.

MEMBERSHIP APPLICATION

Name _____

Position _____

Institution _____

Mailing Address (Check) Home [ ] Office [ ]

_____

_____

_____

City _____ State _____ Zip _____

Phone Area Code ( ) _____

TYPE OF MEMBERSHIP

Individual	$35/year	_____
Institutional	$75/year	_____
Student	$15/year	_____
Library	$50/year	_____
Benefactor	$100/year	_____
Sustaining Member	$200/year	_____
Patron	$300/year	_____
Corporate	$250/year	_____
Additional Tax Deductible Donation		_____

I WOULD LIKE TO BE A MEMBER OF CEA'S SPECIAL INTEREST GROUPS:

(Check one or two)

Research, Education, Training	_____
Post Secondary	_____
Special Education	_____
Legislative	_____
Jails	_____

REFERRED BY:

_____

Name First Last

_____

Address

_____

City State Zip Code

PAY YOUR DUES BY VISA OR MASTERCARD (circle which one)

Card# _____

Expiration Date _____

OR SEND CHECK OR MONEY ORDER TO

Correctional Education Association, 4321 Hartwick Road, Suite 116
College Park, MD 20740
(301) 277 9088

This publication may be ordered from:

Correctional Education Association
4321 Hartwick Road
College Park Md. 20740
(301) 277-9088

Copyright © 1988
Correctional Education Association

The reproduction, distribution or inclusion in other publications of materials in this publication are prohibited without prior permission from the Correctional Education Association.